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THE  
STATUS OF WOMEN  
AND  
EMPLOYMENT EQUITY  
IN  
ONTARIO  
SCHOOL BOARDS


Report to the Legislature  
by the  
Minister of Education  
and Training

1993

 Ontario







# **The Status of Women and Employment Equity in Ontario School Boards**

**Report to the  
Legislature by the  
Minister of Education and Training**

**1993**



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Ministry  
of Education  
and Training

Ministère  
de l'Éducation  
et de la Formation

Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1L2  
Telephone (416) 325-2600  
Facsimile (416) 325-2608

Édifce Mowat  
Queen's Park  
Toronto (Ontario)  
M7A 1L2  
Téléphone (416) 325-2600  
Télécopieur (416) 325-2608

Minister

Ministre

May 1994

To: The Members of the Legislative Assembly  
Province of Ontario

It is my privilege to present the seventh annual  
Ministry of Education and Training report to the  
Legislature on the status of women and employment  
equity in Ontario school boards.

A handwritten signature in cursive script, appearing to read "Dave Cooke".

Dave Cooke  
Minister  
M.P.P., Windsor-Riverside





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*Cette publication est également offerte en français sous le titre suivant : Le statut de la femme et l'équité d'emploi dans les conseils scolaires ontariens.*

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# Introduction

The seventh annual report to the Legislature on the status of women and employment equity in Ontario school boards describes the initiatives undertaken in 1992 to encourage school boards to reach the established goals for women in positions where they are underrepresented throughout the school system, especially in the positions of supervisory officer, principal, and vice-principal. In this report, the Ministry of Education and Training is also pleased to present the results of the second year of surveying school boards about their employment equity activities. Boards responded to questions about the barriers to the promotion of women that they have identified, the strategies that they are working on to remove these obstacles, and the suggestions that they have for initiatives to be undertaken jointly with the ministry.

This report also contains the third annual tabulation of women in positions of principal and vice-principal for the elementary and secondary panels and supervisory officer on a board-by-board basis. The number of female candidates who are fully qualified for the positions of added responsibility but are currently employed in other capacities in each board is also reported (see table 3.4). The report shows that more than half the successful candidates for the Supervisory Officer's Certificate were women. The majority of successful candidates for Principal's Qualifications have been women since 1988.

In accordance with the Education Act, which requires school boards to develop and implement employment equity policies, all school boards except one now have in place employment equity policies designed to increase the representation of female employees.

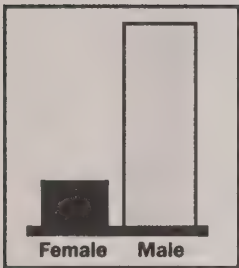
Nevertheless, there has been little progress in reaching the established goals of 50 per cent or more women in positions of added responsibility and 30 per cent women in all other positions.

Growth in the proportion of women in administrative positions has been small. Since 1991, there has been an increase of approximately 1 per cent in the number of women in the positions of principal and vice-principal in the elementary and secondary panels. Women currently represent slightly more than one-fifth of all supervisory officers, and since 1991 the number of women in the position of supervisory officer has grown by 2.3 per cent across the province.

There has also been little progress in reaching expected goals in other occupational categories. For example, in 1992, women held 20.3 per cent of all non-supervisory positions in the category "other staff", which includes employees in the areas of public information, food services, plant operation and maintenance, and student transportation.



# 1. Significant Employment Equity Initiatives, 1993



***Approximately 1.2 per cent of all male and 0.3 per cent of all female full-time board employees are found in the most senior positions.***

## Provincial Initiatives

### Employment Equity Legislation

Bill 79, which had been introduced in the Legislature in June 1992, received third reading and Royal Assent in December 1993. This employment equity legislation requires employers in the Ontario public sector and the broader public sector with ten or more employees and employers in the private sector with fifty or more employees to conduct a work-force survey and an employment systems review and to develop and implement employment equity plans that will increase the representation of members of designated groups among employees to match their presence in the community. The designated groups are Aboriginal people, people with disabilities, members of racial minorities, and women.

Another important piece of legislation which includes an employment equity provision is An Act to Amend the Education Act in Respect of Education Authorities and Minister's Powers (formerly Bill 21), which had received Royal Assent in July 1992. The provision expands the scope of employment equity to include other groups in addition to women. The amendment also requires school boards to develop and implement an ethnocultural equity and antiracism policy and to submit it to the Minister for approval. The Ministry of Education and Training Policy/Program Memorandum No. 119, "Development and Implementation of School Board Policies on Antiracism and Ethnocultural Equity", July 13, 1993, describes the requirements for school boards.

## Initiatives for Employees of the Ministry of Education and Training

### Employment Systems Review

During 1992-93, all provincial ministries were required to initiate an Employment Systems Review to identify sources of overt and systemic discrimination in employment policies, practices, and procedures. The Ministry of Education and Training expects to complete its Employment Systems Review by March 31, 1994.



### **Employment Equity Forum**

The objectives of the employment equity forum, which was held on October 28, 1993, were to promote awareness of employment equity in the ministry and to reaffirm senior management's commitment to a workplace in which all designated groups are equitably represented at all levels of the ministry's work force.

The theme of the forum was "Employment Equity: Meeting the Challenge" and was intended to reflect the ministry's commitment to equity and accountability. Over 300 ministry and Ontario Training and Adjustment Board (OTAB) employees attended the half-day forum.

The Deputy Minister opened the forum with a dialogue on employment equity, in which he shared his ideas on employment equity with participants and responded to their questions. Representatives from the five designated groups and a representative of non-designated staff participated in panel discussions and shared their perspectives on workplace equity issues.

### **Learning Accommodation Project**

The Learning Accommodation Project will develop a training manual that will assist provincial ministries to design and deliver training programs that accommodate persons with disabilities to ensure their full participation in all training sessions. In preparation for developing the manual, a review and assessment of practices and methodologies currently used in the Ontario Public Service was carried out in the fall of 1993. The purpose of the review was to determine how accessible staff training programs are and how fully employees with disabilities are able to participate in them. Participants were asked to complete a survey, and individual interviews were held with employees involved in co-ordinating and delivering staff training programs and with employees who have disabilities.

The training manual will be available to all provincial government trainers and management staff to help them ensure that accommodation requirements for all participants in any staff training session have been considered and addressed. The manual will also help ministries to evaluate existing programs to ensure that they meet the needs of persons with disabilities. It is expected that the manual will be completed by June 30, 1994.

### **Other Initiatives**

Other employment equity initiatives that are being planned for ministry staff include:

- development and implementation of elements of the Ontario Public Service Accelerated Employment Equity Program that will meet the requirements of both the government employment equity program and pending employment equity legislation;
- consultation with senior management to ensure accountability for employment equity;
- provision of employment equity training for management and staff;

- implementation of a ministry-wide employee mentoring program;
- development and implementation of a special career development program for employees in the Office Administration Group;
- establishment of various task groups, such as an advisory group on employment equity training or a task group on accommodations for persons with disabilities;
- establishment of a Joint Labour-Management Employment Equity Committee, to strengthen existing labour-management partnerships and ensure accountability for employment equity.

## **Initiatives in School Boards**

### **Summer Experience Program, 1993**

The Summer Experience Program, which is administered jointly by the Management Board Secretariat and the Ministry of Education and Training, provides students with summer employment in selected school boards. Students work on a variety of employment equity projects. The purpose of the Summer Experience Program is to help young people develop, through training and supervised work experience, career-related skills as well as research and analytical skills that are applicable in professional and academic environments. In addition, the program supports the Ontario government's school board employment equity objectives.

During the seven years of the program's existence, eighty students have been employed during the summer in school boards throughout the province. This number includes nine students hired in 1993.

### **Networks**

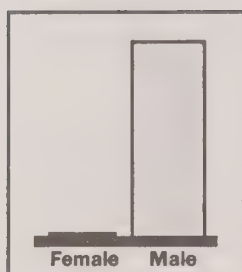
Members of the regional school board networks meet several times a year to address employment equity issues. In addition, the Provincial Employment Equity Conference is held once a year. The conference allows employment equity co-ordinators to discuss significant issues, exchange program information, and participate in workshops. These workshops are frequently led by employment equity co-ordinators and other teaching and non-teaching personnel from the educational sector, personnel from teachers' federations and government, and private consultants who are involved in employment equity.

The 1993 Employment Equity Conference for school boards, colleges, and universities was held in Toronto in November.

## 2. Survey of School Boards

### Background of the Survey

In 1991, the then Ministry of Education implemented a new way of collecting from school boards data on their progress in achieving employment equity. By surveying each board only once in a three-year cycle, the ministry is able to obtain more detailed information on the strategies and measures that boards have planned to help them meet the targets outlined in Policy/Program Memorandum No. 111, "Employment Equity for Women in School Boards", February 2, 1990. This publication reports on data from the second one-third of boards surveyed, which were selected randomly and surveyed in 1992. All the remaining boards were surveyed by September 1993. Data on the last third of school boards will be presented in the next report.



***In 1992, only 5.2 per cent of the directors of education in Ontario were female.***

The employment equity survey of school boards (see the Appendix for a complete survey instrument) collects information about what the boards are currently doing and what they plan to do with regard to employment equity. Each survey must be signed by the Director of Education or the Secretary of the Board and the Chairperson of the Board. On the survey each board is requested to:

- provide statistics on positions of added responsibility (supervisory officer, principal, and vice-principal) within the board;
- identify the barriers that impede the promotion of women employees in the board (examples of barriers include: lack of gender balance on interview panels, biased selection criteria, and insufficient outreach for vacancies);
- list the strategies or special measures that the board has undertaken and plans to undertake in the next three years to increase the number of women in positions of added responsibility and address the barriers identified (examples of such strategies include: revision of the board's recruitment and selection policies and procedures and implementation of mentoring, job-shadowing, and leadership programs);
- report on policies on workplace or sexual harassment, inclusive language, and work and family responsibilities as well as other employment equity policies that are in effect or in the process of being developed;
- offer suggestions for potential initiatives that school boards could undertake jointly with the ministry.



## **Results of the Survey**

This section provides general information on the data collected from the one-third of school boards that were surveyed in 1992.

### **Barriers Identified by School Boards**

In the survey, school boards were asked to identify barriers faced by women in obtaining promotion to positions of added responsibility in their boards.

The barriers that were identified by boards relate to the following areas: family responsibilities; lack of vacancies; lack of female applicants; recruitment, selection, and promotion; lack of commitment to employment equity; and training and development.

#### **Family responsibilities**

A frequently identified barrier is the issue of family commitments. According to the results some school boards believe that for some employees the incentive to seek a promotion is outweighed by the time commitment required to gain the requisite credentials and experience, as well as the time commitment required in the job itself. Such commitments are often made at the expense of the employee's family and personal time. Another barrier mentioned is lack of day care facilities.

#### **Lack of vacancies**

In many boards staff is being reduced in size because of financial restraints. This has resulted in the elimination of positions, especially positions of added responsibility. In addition, there is a lower turnover rate resulting in a limited number of promotions. This is affecting the number of women being promoted to positions in which they are underrepresented. This problem particularly affects small boards in which few positions of added responsibility exist.

#### **Lack of female applicants**

In many boards the perception exists that females need to be better qualified and more experienced for positions of added responsibility than men do. In a number of boards, there is no planning in place to ensure that candidates are qualified and prepared to compete successfully for positions of added responsibility as they become available. This affects women in particular, because they are often not encouraged to prepare for or seek promotions. Other barriers mentioned include: lack of women with the necessary qualifications, especially the Supervisory Officer's Certificate; lack of locally-held Additional Qualifications Courses, especially in northern Ontario, which is a problem for women who have family responsibilities; the cost of becoming qualified, which can be a burden for single mothers.

### **Recruitment, selection, and promotion**

Barriers identified in the area of recruitment, selection, and promotion include lack of outreach in recruitment, of targeting for recruitment, and of response by women to advertisements for positions of added responsibility. Some boards noted that there is a gender imbalance on interview teams, that women are often not informed about vacancies, that promotions are often based on seniority, and that vacancies are often filled through “the old boys’ network”. A number of boards indicated that there is a need to review and revise recruitment, selection, and promotion policies and procedures to ensure that they are free from bias. It is also necessary for the interview teams to recognize that men and women have different leadership styles. Some boards also indicated that the perception continues to exist among their staff members that some jobs should only be held by males.

### **Lack of commitment to employment equity**

Some boards indicated that there is a lack of support for employment equity among senior administrators. Another barrier noted is the lack of accountability mechanisms to ensure that special measures are undertaken. Boards indicated that awareness sessions are needed to help employees understand the issues concerning employment equity, particularly since the perceptions continue to exist that the merit principle is being disregarded and that women lack the commitment required for positions of added responsibility. Lack of awareness on the part of women about how to develop the skills required for various leadership roles was also identified as a barrier. This lack of awareness is sometimes due to administrators’ failure to consider the promotion of women as a priority.

### **Training and development**

A number of boards indicated that the process of achieving the necessary leadership training and professional development presents a potential obstacle for women, who often do not participate in training programs. In some cases, the lack of participation is due to a lack of support by senior administrators or to insufficient career planning. Women also do not have the same networking opportunities as men.

### **Strategies Currently Being Undertaken by Boards**

After identifying a range of barriers, each board that was surveyed gave details about the strategies, or special measures, it is undertaking to remove these barriers.

The strategies fell into the following categories: policies and procedures; commitment by senior administrators; recruitment, selection, and promotion; training and development; and communication.

**Policies and procedures**

A number of boards have developed a human resources planning tool to assist them with such activities as preparing annual projections of vacancies, analysing staff qualifications, carrying out work-force and wage analyses, determining the number of qualified candidates available, publishing statistics on the number of males and females who apply for and are appointed to positions, and developing a database for each position of added responsibility. Such a planning tool will also help boards develop goals and special employment equity measures for women. Many boards have also assessed the career development needs of their female employees. A few boards have put in place a more flexible parental leave plan to allow women to maintain their seniority. Employment equity policies and action plans have been revised by a few boards, while school-based equity plans have been developed by other boards.

**Commitment by senior administrators**

A few boards now have in place an accountability mechanism for senior administrators that requires that they provide career assistance to staff members seeking promotion. This accountability mechanism is expected to benefit women in particular, since promoting women has often not been a priority. Some boards indicated that senior administrators have offered more support when either a senior officer has been appointed to coordinate the employment equity program, or employment equity has been identified as a separate budgetary item. Committees established in school boards to deal with employment equity issues now have a broader representation of employee groups, and, in at least one board, the committee includes the director of education. A number of boards indicated that they have started to prepare employment equity reports for trustees.

**Recruitment, selection, and promotion**

Many boards have reviewed and revised their recruitment, selection, and promotion policies and procedures to ensure that they are free from bias. Training in interviewing techniques that are free from bias has been provided for trustees and administrators, and in some cases for all staff members. Many boards have male and female representation on their interview panels. In some boards, unsuccessful candidates are offered feedback on their interviews to help them prepare for future competitions. Some boards have prepared booklets that provide information on the qualifications and experience needed for positions of added responsibility, or that help candidates assess their career goals and prepare for interviews.

In order to increase the number of women applicants for positions of added responsibility, some boards have begun to recruit externally. In other boards, advertisements encourage women to apply for these positions.



### **Training and development**

Some boards have undertaken special measures aimed at increasing the number of qualified female candidates for positions where women are underrepresented. Such measures include:

- provision of mentoring, internship, and job-shadowing programs and job exchanges
- creation of developmental positions
- establishment of support networks for women
- bridging of positions from one category to another generally higher position, to allow for the acquisition of skills required for a new position

Many boards have also committed themselves to providing information about training and employment opportunities and helping employees to take advantage of such opportunities. They fulfil this commitment by informing their employees about leadership training held at neighbouring boards; subsidizing the employees to allow them to participate in leadership training; and informing qualified employees individually about positions and upcoming opportunities.

Teachers' federations and unions have also been offering workshops for employees, and boards have cooperated to provide programs, training, and networking opportunities for women.

Some boards are increasing the number of candidates who meet the experience requirement by encouraging employee exchanges across occupational categories and panels.

### **Communication**

Many boards have undertaken strategies and special measures to create awareness among staff members and students and in the community of employment equity and the measures being taken to increase the representation of women. Such strategies and special measures include awareness sessions for staff members; publication of articles in the staff newsletter to inform employees of senior management's support of employment equity; meetings with representatives of employees about employment equity concerns and initiatives; and creation of resource centres or libraries containing information on employment equity.

### **Strategies to Be Undertaken by 1995**

Many of the boards that were surveyed described strategies that they plan to implement by 1995 to help them reach their employment equity goals. Many of these strategies are similar to those currently being undertaken. Others include:

- conducting surveys to obtain the following information: the reasons for women's lack of interest in positions of added responsibility; the extent of gender imbalances in occupational groups and categories; employee perceptions about obstacles to employment equity; and employee suggestions for special measures;

- establishing a leadership identification process, designing individual growth programs for staff members, and providing information to employees on projected vacancies in leadership positions;
- providing training programs for non-teachers, including one for head custodians, and encouraging women to participate.

### **Policies Related to Employment Equity**

Boards were asked to indicate whether they had developed or were in the process of developing policies on workplace or sexual harassment, inclusive language, and work and family responsibilities. The information submitted by the fifty-one boards surveyed in 1992 shows that:

- forty-three boards have policies or are developing policies on harassment;
- twenty-nine boards have policies or are developing policies on inclusive language;
- thirteen boards have policies or are developing policies on work and family responsibilities.

### **Time Allocated to Employment Equity**

Boards were asked to estimate the percentage of time allocated to employment equity by staff members responsible for the day-to-day operation of employment equity programs for the period September 1, 1992, to August 31, 1993. The information submitted by the fifty-one boards surveyed in 1992 is outlined in the table below.

<b>Percentage of Time Allocated</b>	<b>Number of Boards</b>
10% or less	24
11% – 20%	2
21% – 30%	7
31% – 50%	5
51% or more	2
Not reported	11

### 3. Analysis of Female/Male Employment, 1992

On September 30, 1992, provincial school boards employed more than 169 000 full-time staff members, of whom over 60 per cent were women.

#### Data Collection and Analysis

The data were collected through the School September Report, the September Board Report, and the Educator Data Base and are found in the tables at the end of the report.

The twenty-one occupational categories listed in the school and board reports were combined into four major occupational groups:

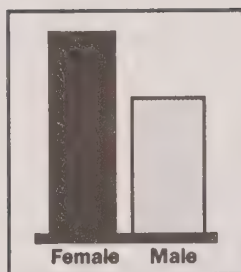
- Group 1 includes senior board personnel: directors of education, assistant directors of education, and supervisory officers.
- Group 1A includes consultants.
- Group 2 includes educational staff: principals and vice-principals, classroom teachers, department heads, and other teachers (those who do not hold a regular classroom position, such as librarians and guidance personnel).
- Group 3 includes non-educational staff: other professional staff, para-professionals, clerical and secretarial staff, and other staff on a board's payroll (supervisory and non-supervisory).

Almost 2 per cent of the total work force fell into groups 1 and 1A; of the remaining 98 per cent, the majority fell into group 2. The breakdown for each group is as follows:

- Group 1: 0.5 per cent
- Group 1A: 1.0 per cent
- Group 2: 71.8 per cent
- Group 3: 26.7 per cent

#### Occupational Categories

Policy/Program Memorandum No. 111 requires school boards to increase the representation of women to 50 per cent or more by the year 2000 in the following three positions: supervisory officer, principal, and vice-principal. However, the following 1992 data reveal that, except in the position of elementary vice-principal, women are still largely underrepresented in these positions, even though their representation has increased since 1989.



*Women account for more than 60 per cent of school board employees in Ontario.*



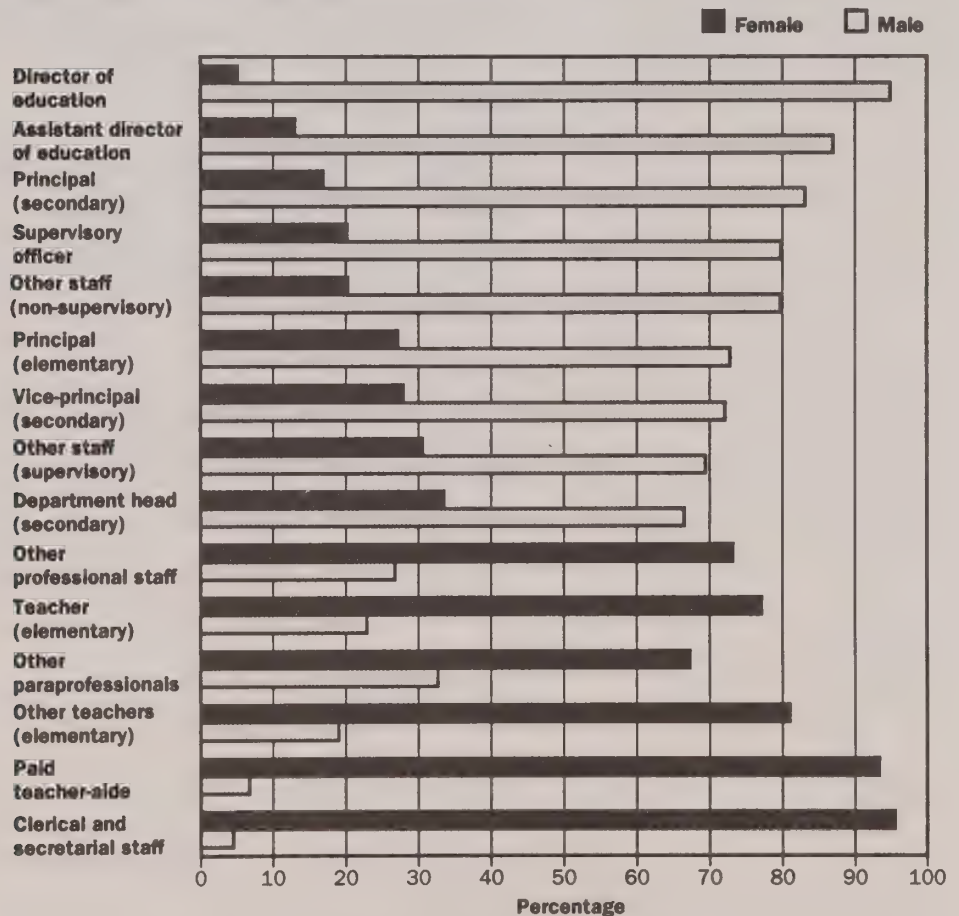
**Figure 1: Percentage of Women In Positions of Added Responsibility, 1991 and 1992**

Position	Percentage	
	1991	1992
Supervisory officer	17.9	20.2
Elementary principal	26.2	27.2
Elementary vice-principal	43.6	45.0
Secondary principal	15.6	16.9
Secondary vice-principal	27.3	27.9

Source: September Board Reports and Educator Data Base, 1991 and 1992, and table 3.1.

These data are particularly disappointing in view of the pool of qualified female personnel available for these positions. In 1992, women made up 53 per cent of all successful candidates for the Supervisory Officer's Certificate and 66 per cent of those achieving the Principal's Qualifications (see table 3.3).

**Figure 2: Job Classifications With Predominant Gender, 1992**



Source: School September Report and September Board Report, 1992 and table 3.1.

Figure 2 shows fifteen gender-related job classifications in the educational workplace and the predominant gender in each. The following points should be noted:

- Elementary teachers were predominantly female (77.1 per cent).
- Of the secondary school vice-principals, 27.9 per cent were female and 72.1 per cent were male.

Table 3.1 shows that there were 6 female directors of education in 1992. Thus, the female representation at this level is 5.1 per cent, of the total number of 117 positions.

Table 3.4 provides board-by-board data on the total number of positions of added responsibility and the percentage of women in these positions as, well as the number of women qualified to assume positions of added responsibility, the number of competitions for these positions, the number of women interviewed for and appointed to these positions, and the number of women who are potential appointees to positions of added responsibility.

## **Major Occupational Groups**

An analysis of the data on the four major occupational groups (see table 3.2) reveals the following information:

### **Groups 1 and 1A**

- Of all men in senior positions, 9.3 per cent were directors or assistant directors of education, while only 0.8 per cent of all women in senior positions filled these roles in 1992.
- Of the 1164 females in groups 1 and 1A, 1001 (86.0 per cent) were consultants, while 665 (47.4 per cent) of the 1403 males in these groups were consultants.

### **Group 2**

- Of the 75 208 female educational staff members, 2497 (3.3 per cent) were principals or vice-principals; of the 46 468 male educational staff members, 5588 (12.0 per cent) were principals or vice-principals.
- Of the 75 208 female educational staff members, 63 882 (84.9 per cent) were classroom teachers; only 32 895 (70.8 per cent) of the 46 468 male educational staff members were classroom teachers.

### **Group 3**

- Approximately 25 per cent of all females in group 3 were paid teacher-aides, while fewer than 2.5 per cent of all males in this group were paid teacher-aides.
- Approximately 74 per cent of all males in group 3 were classified as other staff on board payrolls (non-supervisory), while fewer than 14 per cent of all females were classified in this way.

The female/male ratios for the job categories in group 3 showed that the traditional gender associations persist.

## 4. Comparative Analysis of Full-Time Educational Staff

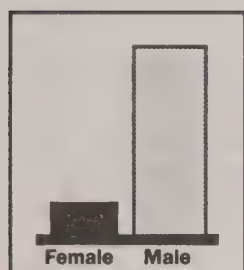
### Public School Boards

#### Elementary Staff, 1978 and 1992

##### Distribution of female and male teachers

The percentages of female and male teachers, including those holding the positions of principal and vice-principal, were compared for 1978 and 1992 (see table 4.1).

- While the total number of positions of principal increased by 1.8 per cent, female representation in this position increased significantly, from 6.7 per cent to 26.3 per cent.
- Although three times as many females as males were teachers in 1992, men were almost three times as likely to fill the position of principal.
- The percentage of female elementary vice-principals in 1992 was 46.1, almost triple the 15.5 per cent figure in 1978.



*In 1992, 16.9 per cent of secondary principals were female.*

#### Secondary Staff, 1978 and 1992

##### Distribution of female and male teachers

The following information is derived from table 4.2:

- Although women were approaching parity with men in the classroom (43.9 per cent), they only filled 15.4 per cent of the positions of secondary school principal in 1992.
- From 1978 to 1992, although the number of positions of secondary school principal decreased by 37, the number of female secondary school principals increased by 66.
- In 1992, there was an increase of 178 female secondary school vice-principals over the 1978 number, although the total number of positions of secondary school vice-principal increased by only 42.

##### Highest teaching level

The 1987 data provide an appropriate base for comparison with 1992 data because of identical data categories.

Table 4.3 provides the following information:

- Women continued to dominate as teachers in the public school system.
- In 1992, female teachers continued to outnumber male teachers in all the grades from Junior Kindergarten to Grade 10.
- Although male teachers outnumbered female teachers in the Senior Division, women have made slight gains. There were increases in the number of female teachers of 7.3 per cent in Grades 11-12, and 9.2 per cent in Grade 13/OACs.



## **Roman Catholic Separate School Boards**

### **Elementary Staff, 1985 and 1992**

#### **Distribution of female and male teachers**

The following data are provided in table 4.4:

- Between 1985 and 1992, the total number of positions of principal and vice-principal increased by 286; of these new positions, 250 were filled by women.
- In 1992, approximately 4 out of 5 classroom teaching positions were held by women, whereas approximately 2 out of 3 positions of principal and vice-principal were held by men.

### **Secondary Staff, 1987 and 1992**

#### **Distribution of female and male teachers**

Table 4.5 provides the following data:

- In 1992, women held approximately 35 per cent of the positions of added responsibility (principal, vice-principal, department head).
- The number of positions of principal increased by 45 from 1987 to 1992. The net gain for men was 44, compared with a net gain for women of 1.
- The number of positions of vice-principal increased by 113 from 1987 to 1992. Of these new positions, 58 were held by men and 55 by women.

#### **Highest teaching level**

Table 4.6 reveals the following information about full-time teachers:

- Women outnumbered men in each grade from Junior Kindergarten to Grade 10 in 1992.

# Appendix

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## **Employment Equity for Women: Survey of School Boards**

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Ministry  
of Education  
and Training  
Ontario



### Background Information

School Board Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Regional Office Location: \_\_\_\_\_

### Employment Equity Responsibility

1. Name of Board Chairperson: \_\_\_\_\_

Name of Director of Education/  
Secretary of School Board: \_\_\_\_\_

Supervisory Officer responsible for  
Employment Equity: \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Telephone Number \_\_\_\_\_

Staff responsible for day-to-day operations of  
Employment Equity: \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Percentage of Time Allocated to Employment Equity during the period September 1, 1992 to August 31, 1993: \_\_\_\_\_ %

### Employment Equity Statistics

2. a) Please provide your board's most recent (September 1992) statistics for the following positions of added responsibility:

Positions of Added Responsibility	Total Number	No. of Females	% Females
Director of Education/Secretary of School Board			
Associate Director of Education			
Supervisory Officer			
Principal - Secondary			
Principal - Elementary			
Vice-Principal - Secondary			
Vice-Principal - Elementary			

b) Please provide the most recent (September 1992) statistics for other occupational categories in your board with less than 30% representation of women:

Occupational Categories (please specify)	Total Number	No. of Females	% Females



### Employment Equity Initiatives

3. Please identify the barriers that have impeded the promotion of women in your board.

Some examples of barriers could be lack of gender balance on interview panels; selection criteria that have not been screened for gender biases against women; and insufficient outreach for vacancies.

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### Employment Equity Initiatives

4. a) What strategies (special measures) has your board been undertaking in order to increase the number of women in positions of added responsibility and to address the barriers identified in question number 3?

Strategies might include: job shadowing; revising recruitment and selection policies and procedures, implementing a mentoring program, leadership programs for women or an outreach program.

Please be specific and use additional space if required.

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### Employment Equity Initiatives

4. b) What strategies (special measures) does your board intend to undertake over the next three years in order to increase the number of women in these positions and to help eliminate those barriers you identified?

Please be specific and use additional space if required.

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## Employment Equity Initiatives

5. Has your board developed or is your board in the process of developing any of the following policies?

Please be specific and use additional space if required.

a) Workplace or sexual harassment

☐ Yes

☐ No

b) Inclusive language

☐ Yes

☐ No

c) Work and family responsibilities

☐ Yes

☐ No

d) Other (please specify)

☐ Yes

☐ No

### Other Employment Equity Initiatives

6. Please provide any suggestions you have regarding initiatives which school boards and the ministry might undertake cooperatively.

### Signatures

Please provide signatures below and return completed survey to the Regional Office for the attention of the Regional Director by November 30, 1992.

\_\_\_\_\_  
Director of Education/Secretary of School Board

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson of School Board

\_\_\_\_\_  
Date







# Tables

**Table 3.1: Distribution of Full-Time Employees by Gender,  
Within Occupational Category, September 30, 1992<sup>a</sup>**

Occupational Category	Provincial Distribution .....			
	Males		Females	
	No.	%	No.	%
<b>Group 1</b>				
Directors of education <sup>b</sup>	111	94.9	6	5.1
Assistant directors of education	20	87.0	3	13.0
Supervisory officers	607	79.8	154	20.2
<b>Total (Group 1)</b>	<b>738</b>		<b>163</b>	
<b>Group 1A</b>				
Consultant staff	665	39.9	1 001	60.1
<b>Total (Groups 1 and 1A)</b>	<b>1 403</b>		<b>1 164</b>	
<b>Group 2<sup>c</sup></b>				
Principals				
Elementary	2 910	72.8	1 088	27.2
Secondary	664	83.1	135	16.9
Vice-principals				
Elementary	1 152	55.0	941	45.0
Secondary	862	72.1	333	27.9
Department heads <sup>d</sup>				
Secondary	6 057	66.5	3 046	33.5
Teachers				
Elementary	14 442	22.9	48 588	77.1
Secondary	18 453	54.7	15 294	45.3
Other teachers <sup>e</sup>				
Elementary	1 167	19.0	4 971	81.0
Secondary	761	48.4	812	51.6
<b>Total (Group 2)</b>	<b>46 468</b>		<b>75 208</b>	
<b>Group 3</b>				
Other professional staff <sup>f</sup>				
(non-teaching)	572	26.8	1 561	73.2
Paraprofessionals				
Paid teacher-aides	470	6.7	6 574	93.3
Technicians	559	69.9	241	30.1
Other <sup>g</sup>	455	32.7	936	67.3
Clerical and secretarial	566	4.5	12 012	95.5
Other staff on board's payroll <sup>h</sup>				
Supervisory	2 448	69.4	1 077	30.6
Non-supervisory	14 134	79.7	3 605	20.3
<b>Total (Group 3)</b>	<b>19 204</b>		<b>26 006</b>	
<b>Total (Groups 1, 1A, 2, 3)</b>	<b>67 075</b>		<b>102 378</b>	

Source: September School and Board Reports and Educator Data Base, 1992.

<sup>a</sup> This table includes data on both school and board personnel from all types of boards.

<sup>b</sup> One male director serves as a part-time director for two boards.

<sup>c</sup> The figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

<sup>d</sup> Elementary Department Heads have been included in Elementary Teachers.

<sup>e</sup> Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

<sup>f</sup> Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

<sup>g</sup> Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

<sup>h</sup> Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.



**Table 3.2: Distribution of Full-Time Employees by Gender, Within Major Occupational Groups and Across Major Occupational Groups, September 30, 1992<sup>a</sup>**

Occupational Group	Provincial Distribution .....					
	Males			Females		
	No.	%	% of Grand Total	No.	%	% of Grand Total
<b>Group 1</b>						
Directors of education <sup>b</sup>	111	7.9		6	0.5	
Assistant directors of education	20	1.4		3	0.3	
Supervisory officers	607	43.3		154	13.2	
<b>Total (Group 1)</b>	<b>738</b>			<b>163</b>		
% of grand total in Group 1			1.1			0.2
<b>Group 1A</b>						
Consultant staff	665	47.4		1 001	86.0	
% of grand total in Group 1A			1.0			1.0
<b>Total (Groups 1 and 1A)</b>	<b>1 403</b>	<b>100.0</b>		<b>1 164</b>	<b>100.0</b>	
% of grand total in Groups 1 and 1A			2.1			1.2
<b>Group 2 <sup>c</sup></b>						
Principals						
Elementary	2 910	6.3		1 088	1.4	
Secondary	664	1.4		135	0.2	
Vice-principals						
Elementary	1 152	2.5		941	1.3	
Secondary	862	1.9		333	0.4	
Department heads <sup>d</sup>						
Secondary	6 057	13.0		3 046	4.1	
Teachers						
Elementary	14 442	31.1		48 588	64.6	
Secondary	18 453	39.7		15 294	20.3	
Other teachers <sup>e</sup>						
Elementary	1 167	2.5		4 971	6.6	
Secondary	761	1.6		812	1.1	
<b>Total (Group 2)</b>	<b>46 468</b>	<b>100.0</b>		<b>75 208</b>	<b>100.0</b>	
% of grand total in Group 2			69.3			73.5

**Table 3.2 (cont.)**

Occupational Group	Provincial Distribution .....					
	Males			Females		
	No.	%	% of Grand Total	No.	%	% of Grand Total
<b>Group 3</b>						
Other professional staff <sup>f</sup> (non-teaching)	572	3.0		1 561	6.0	
Paraprofessionals						
Paid teacher-aides	470	2.4		6 574	25.3	
Technicians	559	2.9		241	0.9	
Other <sup>g</sup>	455	2.4		936	3.6	
Clerical and secretarial	566	2.9		12 012	46.2	
Other staff on board's payroll <sup>h</sup>						
Supervisory	2 448	12.7		1 077	4.1	
Non-supervisory	14 134	73.6		3 605	13.9	
<b>Total (Group 3)</b>	<b>19 204</b>	<b>100.0</b> <sup>i</sup>		<b>26 006</b>	<b>100.0</b>	
% of grand total in Group 3			28.6			25.4
<b>Total (Groups 1, 1A, 2, 3)</b>	<b>67 075</b>		<b>100.0</b>	<b>102 378</b>		<b>100.0</b>

Source: September School and Board Reports and Educator Data Base, 1992.

a This table includes data on both school and board personnel from all types of boards.

b One male director serves as a part-time director for two boards.

c The figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

d Elementary Department Heads have been included in Elementary Teachers.

e Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

f Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

g Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

h Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

i Due to rounding, total figures may not add up to 100 per cent.

**Table 3.3: Successful Female Candidates for the Principal's Qualifications and the Supervisory Officer's Certificate, 1980-92**

Year	Successful Candidates			
	Principal's Qualifications		Supervisory Officer's Certificate	
	Total of All Candidates	% Female of Total Candidates	Total of All Candidates	% Female of Total Candidates
1980	130	27	173	22
1981	123	22	129	24
1982	580	32	73	26
1983	255	30	109	32
1984	302	36	89	27
1985	377	42	120	30
1986	453	45	120	40
1987	476	46	131	35
1988	545	53	112	43
1989	566	54	125	51
1990	537	62	150	42
1991	810	62	120	53
1992	883	66	175	53

Source: Registrar Services Unit, Teacher Education Branch, Ontario Ministry of Education, 1992.



Table 3.4: Women in Positions of Added Responsibility, Competitions, and Potential Appointees, by Region and Board, 1992<sup>a</sup>

Region/Board	Elementary				Secondary				Boards				Competitions				No. of Potential Female Appointees	
	Principals		Vice-Principals		Principals		Vice-Principals		Supervisory Officers <sup>b</sup>		Vice-Principals		Principals		For Supervisory Officer's Position			
	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Females Interviewed	No. of Females Appointed	For Principal's Position	For Supervisory Officer's Position
Central Region																		
Brant County B of E	38	13.2	10	50.0	5	20.0	9	33.3	6	16.7	14	26	8	23	4			
Brant County RCSSB	16	31.3	1	0.0	2	0.0	3	66.7	3	0.0	1	2	0	0	0	0	0	3
Campbell Children's School B of E	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0
Dufferin County B of E	10	40.0	11	36.4	3	66.7	4	25.0	3	0.0	5	13	3	8	1			
Dufferin-Peel RCSSB	90	25.6	72	41.7	18	16.7	38	28.9	17	17.6	13	20	7	146	3			
Durham B of E	93	24.7	70	44.3	20	25.0	32	28.1	14	14.3	26	38	15	76	15			
Durham Region RCSSB	41	29.3	21	38.1	7	14.3	10	30.0	8	25.0	14	21	9	0	0	0	0	1
East York B of E	19	42.1	14	42.9	5	20.0	11	27.3	8	50.0	6	12	3	27	1			
Etobicoke B of E	52	32.7	43	37.2	16	31.3	25	28.0	15	26.7	10	23	5	0	4	0	0	4
Haldimand B of E	18	16.7	8	75.0	4	25.0	3	0.0	3	0.0	8	14	5	4	2	0	0	2
Haldimand-Norfolk RCSSB	13	7.7	4	25.0	0	0.0	0	0.0	3	0.0	1	2	0	4	0	0	0	0
Haliburton County B of E	7	42.9	2	50.0	1	0.0	1	0.0	1	0.0	3	10	2	3	1			
Halton B of E	73	35.6	48	68.8	15	20.0	29	41.4	14	21.4	6	11	6	46	7			
Halton RCSSB	34	35.3	15	53.3	6	0.0	10	40.0	6	0.0	8	10	0	95	3			
Hamilton B of E	74	27.0	22	54.5	18	22.2	24	25.0	11	27.3	22	24	16	31	6			
Hamilton-Wentworth RCSSB	55	30.9	14	42.9	7	14.3	9	22.2	10	30.0	1	33	0	0	4			
Hastings County B of E	42	16.7	27	22.2	8	12.5	15	33.3	6	33.3	5	8	3	0	0	0	0	1
Hastings Prince Edward County RCSSB	15	26.7	4	50.0	2	50.0	3	33.3	3	0.0	3	3	2	9	1			
Hugh MacMillan Centre B of E	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	1	0			
Lincoln County B of E	56	19.6	35	25.7	13	15.4	21	14.3	7	14.3	5	19	4	28	3			
Lincoln County RCSSB	22	22.7	9	66.7	4	25.0	6	33.3	4	0.0	12	20	8	6	1			
Metropolitan Separate School Board	193	33.7	86	45.3	33	27.3	67	40.3	40	25.0	32	31	19	204	42			
Metropolitan Toronto School Board	16	50.0	3	100.0	0	0.0	0	0.0	7	28.6	3	4	1	0	2			
Niagara South B of E	63	22.2	16	56.3	13	7.7	15	13.3	11	18.2	8	11	0	14	2			
Norfolk B of E	19	10.5	21	47.6	6	16.7	6	33.3	5	0.0	6	4	3	6	0			
North York B of E	99	45.5	55	56.4	24	37.5	55	38.2	24	41.7	29	60	23	156	14			
Northumberland & Newcastle B of E	49	16.3	28	71.4	7	0.0	12	41.7	8	25.0	18	27	13	7	2			
Peel B of E	145	29.7	99	55.6	26	7.7	51	23.5	22	13.6	25	66	24	231	15			
Penetanguishene PSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0			
Peterborough County B of E	33	21.2	19	52.6	7	14.3	10	40.0	5	20.0	9	18	3	0	3			
Peterborough Victoria Northumberland Newcastle RCSSB	26	26.9	18	44.4	3	33.3	4	25.0	4	0.0	6	4	4	15	1			
Prince Edward County B of E	8	14.3	9	33.3	1	0.0	1	0.0	2	50.0	0	0	0	5	1			
Scarborough B of E	147	23.1	68	38.2	28	21.4	53	39.6	29	20.7	68	49	39	110	21			
Simcoe County B of E	83	21.7	78	38.5	15	26.7	24	25.0	12	33.3	19	32	15	79	14			
Simcoe County RCSSB	34	23.5	15	20.0	7	14.3	5	20.0	6	16.7	1	0	1	0	2			
Toronto B of E	115	34.8	82	67.1	29	20.7	59	30.5	30	43.3	50	91	31	161	6			
Toronto, Conseil des écoles françaises de la communauté urbaine de	4	75.0	1	100.0	1	0.0	0	0.0	3	66.7	3	3	3	1	1			
Victoria County B of E	17	17.6	19	31.6	3	33.3	6	33.3	3	0.0	1	9	1	0	0			
Waterloo County B of E	99	19.2	51	43.1	17	0.0	34	26.5	16	12.5	14	20	9	93	7			
Waterloo North Children's Centre B of E	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0			

Waterloo Region RCSSB	50	22.0	2	50.0	5	0.0	10	50.0	11	27.3	2	3	0	0	3
Welland County RCSSB	39	15.4	9	22.2	6	0.0	10	20.0	7	14.3	7	4	3	19	2
Wellington County B of E	50	24.0	23	39.1	9	0.0	11	36.4	9	22.2	9	12	0	15	3
Wellington County RCSSB	19	36.8	3	33.3	5	20.0	4	0.0	5	0.0	2	2	1	0	1
Wentworth County B of E	35	17.1	12	25.0	7	14.3	8	25.0	5	0.0	2	0	0	22	1
York B of E	26	19.2	20	45.0	11	9.1	20	50.0	10	40.0	10	25	3	52	5
York Region B of E	98	34.7	73	63.0	24	20.8	34	23.5	23	13.0	14	27	0	119	14
York Region RCSSB	58	36.2	31	35.5	8	0.0	22	40.9	15	20.0	1	55	1	41	5
<b>Central Region Total</b>	<b>2297</b>	<b>27.8</b>	<b>1271</b>	<b>47.5</b>	<b>449</b>	<b>18.2</b>	<b>774</b>	<b>31.7</b>	<b>454</b>	<b>22.7</b>	<b>502</b>	<b>866</b>	<b>293</b>	<b>1857</b>	<b>227</b>
<b>Eastern Region</b>															
Carleton B of E	62	19.4	59	35.6	15	20.0	16	31.3	7	28.6	8	4	4	107	14
Carleton RCSSB	37	37.8	12	50.0	2	0.0	9	22.2	9	11.1	11	9	3	0	0
Frontenac County B of E	46	28.3	28	39.3	8	12.5	12	25.0	4	50.0	15	17	9	43	3
Frontenac-Lennox and Addington County RCSSB	16	37.5	4	25.0	4	50.0	4	0.0	4	25.0	2	5	2	8	0
Lanark County B of E	17	23.5	9	66.7	4	0.0	7	28.6	5	0.0	0	0	0	0	4
Lanark Leeds and Grenville County RCSSB	16	25.0	8	62.5	1	0.0	2	0.0	3	33.3	1	1	1	1	1
Leeds & Grenville County B of E	35	11.4	15	53.3	8	12.5	10	20.0	4	0.0	3	5	1	16	4
Lennox & Addington County B of E	16	37.5	8	37.5	2	0.0	3	33.3	4	0.0	1	1	0	0	3
Ottawa B of E	56	41.1	42	52.4	14	14.3	29	24.1	9	22.2	9	26	5	26	11
Ottawa Children's Treatment Centre B of E	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0	0	0	0
Ottawa RCSSB	26	26.9	7	42.9	2	50.0	4	50.0	7	14.3	0	0	0	13	2
Ottawa-Carleton, Conseil scolaire de langue française de (catholique)	38	23.7	9	55.6	3	0.0	9	22.2	10	20.0	13	38	7	30	6
Ottawa-Carleton, Conseil scolaire de langue française de (publique)	8	37.5	4	50.0	5	40.0	9	22.2	1	0.0	2	3	0	0	0
Prescott & Russell, Conseil des écoles séparées catholiques de (français)	26	3.8	10	50.0	5	20.0	5	20.0	4	0.0	1	2	0	11	2
Prescott & Russell County B of E	8	25.0	3	66.7	3	0.0	2	0.0	3	0.0	4	2	1	4	0
Prescott & Russell County RCSSB (English)	2	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0	0	1	0
Renfrew County B of E	25	20.0	11	72.7	8	12.5	9	0.0	4	0.0	13	8	0	5	2
Renfrew County RCSSB	24	54.2	0	0.0	2	0.0	0	0.0	4	25.0	2	0	2	4	0
Stormont Dundas & Glengarry County B of E	30	13.3	4	25.0	9	22.2	9	11.1	5	0.0	0	0	0	18	1
Stormont Dundas & Glengarry County RCSSB	40	35.0	0	0.0	4	25.0	4	0.0	4	25.0	0	0	0	11	1
<b>Eastern Region Total</b>	<b>529</b>	<b>27.2</b>	<b>234</b>	<b>46.6</b>	<b>99</b>	<b>17.2</b>	<b>143</b>	<b>21.0</b>	<b>91</b>	<b>15.4</b>	<b>86</b>	<b>121</b>	<b>35</b>	<b>298</b>	<b>54</b>

Table 3.4 (cont.)

Region/Board	Elementary				Secondary				Boards				Competitions				No. of Potential Female Appointees	
	Principals		Vice-Principals		Principals		Vice-Principals		Supervisory Officers <sup>b</sup>		Vice-Principals		Principals		For			
	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Vacancies	No. of Females Interviewed	No. of Females Appointed	Principal's Position	Supervisory Officer's Position	
<b>Midnorthern Region</b>																		
Asquith-Garvey District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	
Central Algoma B of E	6	16.7	5	60.0	1	0.0	1	0.0	1	0.0	2	50.0	2	1	1	10	1	
Chapleau B of E	1	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0	0	0	0	0	0	
Chapleau District RCSSB	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	
Dubreuilville, Conseil des écoles séparées catholiques de	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	
Espanola B of E	6	33.3	4	50.0	1	0.0	1	0.0	1	0.0	1	0.0	1	0	0	0	0	
Foley District SAB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	
Foley RCSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2	0	0	0	
Gogama District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	
Gogama RCSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	
Hornepayne B of E	1	100.0	1	0.0	1	0.0	0	0.0	0	0.0	1	0.0	0	0	0	0	0	
Hornepayne RCSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	
Manitoulin B of E	4	25.0	3	33.3	1	0.0	1	0.0	1	0.0	1	0.0	0	0	0	0	0	
Michipicoten B of E	0	0.0	1	0.0	2	0.0	1	0.0	1	0.0	1	0.0	1	1	0	2	0	
Michipicoten District RCSSB	3	66.7	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1	1	0	0	
Missarenda District SAB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	
North Shore B of E	9	11.1	7	42.9	5	0.0	4	25.0	2	0.0	2	0.0	3	5	1	1	1	
North Shore District RCSSB	10	40.0	1	100.0	0	0.0	0	0.0	2	0.0	2	0.0	1	0	0	0	0	
Sault Ste. Marie B of E	27	11.1	14	14.3	4	0.0	4	25.0	5	20.0	5	20.0	5	6	1	83	4	
Sault Ste. Marie District RCSSB	20	30.0	18	16.7	4	25.0	4	25.0	4	25.0	5	20.0	1	1	0	4	1	
Sudbury B of E	41	24.4	20	50.0	12	16.7	14	0.0	8	50.0	16	7	10	16	7	51	3	
Sudbury District RCSSB	64	28.1	13	61.5	6	50.0	8	25.0	12	25.0	12	25.0	0	0	0	0	0	
<b>Midnorthern Region Total</b>	<b>202</b>	<b>26.7</b>	<b>88</b>	<b>37.5</b>	<b>38</b>	<b>18.4</b>	<b>38</b>	<b>13.2</b>	<b>41</b>	<b>26.8</b>	<b>26</b>	<b>33</b>	<b>11</b>	<b>151</b>	<b>10</b>	<b>10</b>	<b>10</b>	



Northeastern Region													
Airy & Sabine District SAB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0
Cochrane Iroquois Falls/Black River B of E	6	33.3	1	0.0	2	0.0	3	0.0	2	50.0	5	1	0
Cochrane Iroquois Falls/Black River RCSSB	6	33.3	0	0.0	2	0.0	0	0.0	2	0.0	2	1	0
East Parry Sound B of E	12	16.7	6	33.3	0	0.0	2	0.0	1	0.0	0	0	6
Hearst B of E	1	0.0	1	100.0	1	0.0	0	0.0	0	0.0	1	1	0
Hearst District RCSSB	4	100.0	3	33.3	1	0.0	0	0.0	0	0.0	3	1	0
James Bay Lowlands SS	0	0.0	0	0.0	1	0.0	1	0.0	0	0.0	1	0	0
Kapuskasing B of E	1	100.0	0	0.0	2	0.0	1	0.0	0	0.0	0	0	0
Kapuskasing District RCSSB	9	55.6	8	62.5	3	0.0	2	0.0	3	0.0	1	1	1
Kirkland Lake B of E	6	50.0	0	0.0	2	50.0	1	0.0	1	0.0	0	0	0
Kirkland Lake District RCSSB	6	50.0	0	0.0	0	0.0	0	0.0	0	0.0	2	3	2
Moose Factory Island District SAB	1	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0	0
Moosonee District SAB	1	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0	0
Moosonee RCSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0
Murchison and Lyell District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0
Muskoka B of E	17	23.5	16	31.3	4	25.0	2	0.0	2	0.0	13	0	6
Nipissing B of E	22	36.4	18	33.3	6	0.0	8	0.0	4	0.0	2	1	0
Nipissing District RCSSB	29	24.1	4	75.0	4	25.0	4	0.0	7	0.0	6	6	4
Parry Sound RCSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0
Timiskaming B of E	6	0.0	7	71.4	2	0.0	3	0.0	2	0.0	3	2	1
Timiskaming District RCSSB	7	42.9	1	100.0	1	0.0	1	0.0	1	0.0	0	0	1
Timmins B of E	12	33.3	4	25.0	2	0.0	3	0.0	3	33.3	1	0	0
Timmins, Conseil des écoles catholiques de	16	25.0	3	66.7	2	50.0	4	0.0	4	25.0	1	2	0
West Parry Sound B of E	8	12.5	2	0.0	1	0.0	2	0.0	2	0.0	0	0	2
<b>Northeastern Region Total</b>	<b>174</b>	<b>32.2</b>	<b>77</b>	<b>45.5</b>	<b>36</b>	<b>11.1</b>	<b>37</b>	<b>10.8</b>	<b>34</b>	<b>5.9</b>	<b>41</b>	<b>19</b>	<b>35</b>
													<b>7</b>

Table 3.4 (cont.)

Region/Board	Elementary				Secondary				Boards				Competitions				No. of Potential Female Appointees	
	Principals		Vice-Principals		Principals		Vice-Principals		Supervisory Officers <sup>b</sup>		No. of Females Interviewed		No. of Vacancies		No. of Females Appointed		For Principal's Position	
	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females
<b>Northwestern Region</b>																		
Atikokan B of E	1	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Atikokan RCSSB	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Caramat District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0
Collins District SAB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Connell and Ponsford District SAB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Dryden B of E	13	46.2	1	100.0	2	0.0	3	33.3	2	0.0	2	0.0	2	0.0	1	4	0	0.0
Dryden District RCSSB	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Fort Frances-Rainy River B of E	9	11.1	0	0.0	1	0.0	2	0.0	3	0.0	0	0.0	0	0.0	0	1	0	0.0
Fort Frances-Rainy River District RCSSB	3	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0	0	2.0
Geraldton B of E	2	50.0	1	0.0	2	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0.0
Geraldton District RCSSB	3	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0	0	0.0
Ignace RCSSB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0.0
Kenora B of E	12	33.3	1	0.0	1	0.0	2	0.0	2	0.0	2	50.0	3	0.0	3	2	0	0.0
Kenora District RCSSB	4	0.0	1	100.0	0	0.0	1	0.0	1	0.0	1	0.0	1	0.0	0	2	0	0.0
Kilkenny District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0.0
Lake Superior B of E	3	33.3	3	66.7	2	0.0	4	0.0	2	0.0	7	0.0	7	0.0	4	2	1	0.0
Lakehead B of E	38	23.7	37	27.0	9	11.1	11	27.3	7	0.0	11	50.0	2	0.0	2	16	5	0.0
Lakehead District RCSSB	21	19.0	9	22.2	2	0.0	4	50.0	4	0.0	4	0.0	4	0.0	2	13	2	0.0
Mine Centre District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0	0	0.0
Nakina District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0.0
Nipigon-Red Rock B of E	3	66.7	0	0.0	2	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0	1	0.0
North of Superior District RCSSB	10	30.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0	0	0	0	0.0
Northern District SAB	2	50.0	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0	0	0.0
Red Lake B of E	3	66.7	1	100.0	1	0.0	1	0.0	1	0.0	5	0.0	5	0.0	4	1	0	0.0
Red Lake Area Combined RCSSB	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	1	0.0	0	0	0	0.0
Slate Falls District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0.0
Summer Beaver District SAB	1	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0.0
Upsala District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0.0
<b>Northwestern Region Total</b>	<b>140</b>	<b>74.6</b>	<b>58</b>	<b>34.5</b>	<b>22</b>	<b>4.5</b>	<b>30</b>	<b>20.0</b>	<b>24</b>	<b>18.4</b>	<b>30</b>	<b>39</b>	<b>30</b>	<b>16</b>	<b>41</b>	<b>11</b>		

Western Region															
Bruce County B of E	23	17.4	19	26.3	6	16.7	5	0.0	5	20.0	1	1	1	6	2
Bruce-Grey County RCSSB	10	50.0	2	50.0	2	50.0	2	0.0	4	25.0	2	1	1	2	0
Elgin County B of E	23	26.1	15	20.0	5	0.0	8	25.0	4	25.0	7	12	1	15	1
Elgin County RCSSB	5	40.0	0	0.0	1	0.0	1	0.0	2	50.0	0	0	0	2	0
Essex County B of E	29	17.2	16	37.5	9	11.1	9	22.2	8	25.0	4	14	3	19	2
Essex County Children's Rehabilitation B of E	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0
Essex County RCSSB	29	24.1	3	66.7	4	0.0	5	40.0	6	33.3	6	8	2	0	1
Grey County B of E	25	40.0	18	33.3	3	33.3	5	20.0	5	40.0	3	3	1	17	2
Huron County B of E	26	23.1	12	41.7	5	0.0	6	16.7	4	0.0	5	2	1	6	4
Huron-Perth County RCSSB	16	18.8	3	66.7	1	0.0	1	0.0	3	0.0	1	1	1	3	1
Kent County B of E	28	14.3	22	18.2	8	0.0	13	30.8	5	0.0	4	5	2	22	2
Kent County RCSSB	23	17.4	8	50.0	2	100.0	3	33.3	6	0.0	1	1	1	4	0
Lambton County B of E	41	19.5	14	64.3	7	28.6	10	20.0	5	0.0	2	1	1	16	3
Lambton County RCSSB	18	27.8	19	42.1	2	0.0	2	50.0	5	0.0	8	3	3	4	1
London B of E	66	31.8	68	41.2	15	6.7	32	28.1	15	20.0	10	17	5	34	5
London & Middlesex County RCSSB	34	29.4	17	35.3	4	0.0	9	33.3	7	14.3	9	11	4	19	2
Middlesex County B of E	27	14.8	19	57.9	5	0.0	7	28.6	5	0.0	4	11	3	0	0
Oxford County B of E	35	17.1	24	37.5	7	28.6	10	10.0	6	16.7	6	2	1	7	2
Oxford County RCSSB	9	44.4	4	25.0	1	0.0	1	100.0	3	33.3	4	2	0	0	0
Perth County B of E	24	20.8	16	56.3	5	0.0	7	42.9	5	40.0	7	16	3	7	0
Windsor B of E	38	26.3	29	44.8	10	10.0	14	21.4	8	25.0	3	3	3	50	7
Windsor RCSSB	35	17.1	9	11.1	6	16.7	10	10.0	6	16.7	1	1	0	15	4
Western Region Total	565	23.9	337	39.5	108	12.0	160	24.4	117	17.9	88	120	37	248	39
Provincial Total	3907	27.2	2065	45.2	752	16.5	1182	27.8	761	20.2	773	1198	407	2630	348

Source: September School and Board Reports and Educator Data Base, 1992.

a Boards for which no data were reported for the categories in this table have been deleted.

b Data by board on women who received the Supervisory Officer's Certificate are no longer available.



**Table 4.1: Public School Boards, Elementary: Distribution of Full-Time Teachers by Position and Gender, 1978 and 1992<sup>a</sup>**

Position	No. of Females	No. of Males	Total	% Females	% Males
<b>Principal</b>					
1978	166	2 325	2 491	6.7	93.3
1992	668	1 869	2 537	26.3	73.7
Change	502	-456	46	19.6	-19.6
<b>Vice-principal</b>					
1978	176	963	1 139	15.5	84.5
1992	726	850	1 576	46.1	53.9
Change	550	-113	437	30.6	-30.6
<b>Classroom Teacher</b>					
1978	22 217	9 478	31 695	70.1	29.9
1992	31 409	10 194	41 603	75.5	24.5
Change	9 192	716	9 908	5.4	-5.4
<b>Other</b>					
1978	2 526	688	3 214	78.6	21.4
1992	3 080	774	3 854	79.9	20.1
Change	554	86	640	1.3	-1.3
<b>Total</b>					
1978	25 085	13 454	38 539	65.1	34.9
1992	35 883	13 687	49 570	72.4	27.6
Change	10 798	233	11 031	7.3	-7.3

Source: September School and Board Reports, 1978 and 1992.

<sup>a</sup> The 1992 numbers exclude the 644 teachers who have both elementary and secondary teaching assignments. These account for less than 1 per cent of the total number of positions.

**Table 4.2: Public School Boards, Secondary: Distribution of Full-Time Teachers by Position and Gender, 1978 and 1992<sup>a</sup>**

Position	No. of Females	No. of Males	Total	% Females	% Males
<b>Principal</b>					
1978	17	560	577	2.9	97.1
1992	83	457	540	15.4	84.6
Change	66	-103	-37	12.5	-12.5
<b>Vice-principal</b>					
1978	59	759	818	7.2	92.8
1992	237	623	860	27.6	72.4
Change	178	-136	42	20.4	-20.4
<b>Department Head</b>					
1978	1 328	5 406	6 734	19.7	80.3
1992	2 318	4 837	7 155	32.4	67.6
Change	990	-569	421	12.7	-12.7
<b>Classroom Teacher</b>					
1978	8 728	16 818	25 546	34.2	65.8
1992	11 182	14 274	25 456	43.9	56.1
Change	2 454	-2 544	-90	9.7	-9.7
<b>Other</b>					
1978	544	1 108	1 652	32.9	67.1
1992	571	575	1 146	49.8	50.2
Change	27	-533	-506	16.9	-16.9
<b>Total</b>					
1978	10 676	24 651	35 327	30.2	69.8
1992	14 391	20 766	35 157	40.9	59.1
Change	3 715	-3 885	-170	10.7	-10.7

Source: September School and Board Reports, 1978 and 1992.

<sup>a</sup> The 1992 numbers exclude the 644 teachers who have both elementary and secondary teaching assignments. These account for less than 1 per cent of the total number of positions.

**Table 4.3: Public School Boards, Elementary and Secondary:  
Distribution of Full-Time Teachers by Highest Teaching  
Level and Gender, 1987 and 1992<sup>a</sup>**

Highest Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
<b>JK/Kindergarten</b>					
1987	2 271	58	2 329	97.5	2.5
1992	2 950	80	3 030	97.4	2.6
Change	679	22	701	-0.1	0.1
<b>Grades 1-3</b>					
1987	8 582	667	9 249	92.8	7.2
1992	11 158	910	12 068	92.5	7.5
Change	2 576	243	2 819	-0.3	0.3
<b>Grades 4-6</b>					
1987	5 839	3 643	9 482	61.6	38.4
1992	7 900	3 593	11 493	68.7	31.3
Change	2 061	-50	2 011	7.1	-7.1
<b>Grades 7-8</b>					
1987	4 537	4 936	9 473	47.9	52.1
1992	5 103	4 196	9 299	54.9	45.1
Change	566	-740	-174	7.0	-7.0
<b>JK - Grade 8</b>					
1987	4 002	2 284	6 286	63.7	36.3
1992	7 549	4 430	11 979	63.0	37.0
Change	3 547	2 146	5 693	-0.7	0.7
<b>Grades 9-10</b>					
1987	895	1 175	2 070	43.2	56.8
1992	1 054	1 008	2 062	51.1	48.9
Change	159	-167	-8	7.9	-7.9
<b>Grades 11-12</b>					
1987	5 301	9 016	14 317	37.0	63.0
1992	5 103	6 426	11 529	44.3	55.7
Change	-198	-2 590	-2 788	7.3	-7.3
<b>Grade 13/OAC</b>					
1987	2 191	6 046	8 237	26.6	73.4
1992	2 244	4 021	6 265	35.8	64.2
Change	53	-2 025	-1 972	9.2	-9.2

**Table 4.3 (cont.)**

Highest Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
<b>Grades 9-13/OAC</b>					
1987	2 579	4 025	6 604	39.1	60.9
1992	6 155	9 569	15 724	39.1	60.9
Change	3 576	5 544	9 120	0.0	0.0
<b>Ungraded</b>					
1987	2 196	1 269	3 465	63.4	36.6
1992	1 348	574	1 922	70.1	29.9
Change	-848	-695	-1 543	6.7	-6.7
<b>Not Reported</b>					
1987	361	1 564	1 925	18.8	81.2
1992	N.A.	N.A.	N.A.		
Change	N.A.	N.A.	N.A.		
<b>Total</b>					
1987	38 754	34 683	73 437	52.8	47.2
1992	50 564	34 807	85 371	59.2	40.8
Change	11 810	124	11 934	6.4	-6.4

Source: September School and Board Reports, 1987 and 1992.

a The data in this table are not comparable with those for the years prior to 1987 because of the extension of public funding in Roman Catholic schools from 1985 to 1987. Individuals holding administrative posts such as principal have been assigned to either JK-Grade 8 or Grades 9-13/OAC, depending upon the school. In 1987 they were reported under "Not Reported". It is felt that 1987 provides a more appropriate base for comparison with 1992 because of identical data categories.



**Table 4.4: Roman Catholic School Boards, Elementary:  
Distribution of Full-Time Teachers by Position and  
Gender, 1985 and 1992<sup>a</sup>**

Position	No. of Females	No. of Males	Total	% Females	% Males
<b>Principal</b>					
1985	254	960	1 214	20.9	79.1
1992	386	930	1 316	29.3	70.7
Change	132	-30	102	8.4	-8.4
<b>Vice-principal</b>					
1985	86	213	299	28.8	71.2
1992	204	279	483	42.2	57.8
Change	118	66	184	13.4	-13.4
<b>Classroom Teacher</b>					
1985	11 464	3 221	14 685	78.1	21.9
1992	15 783	3 637	19 420	81.3	18.7
Change	4 319	416	4 735	3.2	-3.2
<b>Other</b>					
1985	1 238	296	1 534	80.7	19.3
1992	1 833	364	2 197	83.4	16.6
Change	595	68	663	2.7	-2.7
<b>Total</b>					
1985	13 042	4 690	17 732	73.6	26.4
1992	18 206	5 210	23 416	77.8	22.2
Change	5 164	520	5 684	4.2	-4.2

Source: September School and Board Reports, 1985 and 1992.

<sup>a</sup> The data in this table are not comparable with those for the years prior to 1985 because of the extension of public funding to Roman Catholic schools. The 1992 numbers exclude the 231 teachers who have both elementary and secondary teaching assignments. These account for less than 1 per cent of the total number of positions.

**Table 4.5: Roman Catholic School Boards, Secondary:  
Distribution of Full-Time Teachers by Position and  
Gender, 1987 and 1992<sup>a</sup>**

Position	No. of Females	No. of Males	Total	% Females	% Males
<b>Principal</b>					
1987	30	99	129	23.3	76.7
1992	31	143	174	17.8	82.2
Change	1	44	45	-5.4	5.4
<b>Vice-principal</b>					
1987	35	146	181	19.3	80.7
1992	90	204	294	30.6	69.4
Change	55	58	113	11.3	-11.3
<b>Department Head</b>					
1987	344	705	1 049	32.8	67.2
1992	718	1 195	1 913	37.5	62.5
Change	374	490	864	4.7	-4.7
<b>Classroom Teacher</b>					
1987	2 400	2 501	4 901	49.0	51.0
1992	3 762	3 827	7 589	49.6	50.4
Change	1 362	1 326	2 688	0.6	-0.6
<b>Other</b>					
1987	132	102	234	56.4	43.6
1992	223	174	397	56.2	43.8
Change	91	72	163	-0.2	0.2
<b>Total</b>					
1987	2 941	3 553	6 494	45.3	54.7
1992	4 824	5 543	10 367	46.5	53.5
Change	1 883	1 990	3 873	1.2	-1.2

Source: September School and Board Reports, 1987 and 1992.

<sup>a</sup> The data in this table are not comparable with those for the years prior to 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987. The 1992 numbers exclude the 231 teachers who have both elementary and secondary teaching assignments. These account for less than 1 per cent of the total number of positions.

**Table 4.6: Roman Catholic School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Gender, 1987 and 1992<sup>a</sup>**

Highest Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
<b>JK/Kindergarten</b>					
1987	1 553	26	1 579	98.4	1.6
1992	1 917	32	1 949	98.4	1.6
Change	364	6	370	0.0	0.0
<b>Grades 1-3</b>					
1987	4 386	224	4 610	95.1	4.9
1992	5 472	313	5 785	94.6	5.4
Change	1 086	89	1 175	-0.6	0.6
<b>Grades 4-6</b>					
1987	3 362	1 243	4 605	73.0	27.0
1992	3 973	1 315	5 288	75.1	24.9
Change	611	72	683	2.1	-2.1
<b>Grades 7-8</b>					
1987	2 516	1 861	4 377	57.5	42.5
1992	2 642	1 687	4 329	61.0	39.0
Change	126	-174	-48	3.5	-3.5
<b>JK - Grade 8</b>					
1987	2 079	887	2 966	70.1	29.9
1992	3 749	1 760	5 509	68.1	31.9
Change	1 670	873	2 543	-2.0	2.0
<b>Grades 9-10</b>					
1987	583	707	1 290	45.2	54.8
1992	468	384	852	54.9	45.1
Change	-115	-323	-438	9.7	-9.7
<b>Grades 11-12</b>					
1987	1 274	1 342	2 616	48.7	51.3
1992	1 569	1 628	3 197	49.1	50.9
Change	295	286	581	0.4	-0.4
<b>Grade 13/OAC</b>					
1987	408	755	1 163	35.1	64.9
1992	661	884	1 545	42.8	57.2
Change	253	129	382	7.7	-7.7

**Table 4.6 (cont.)**

Highest Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
<b>Grades 9-13/OAC</b>					
1987	737	560	1 297	56.8	43.2
1992	2 198	2 741	4 939	44.5	55.5
Change	1 461	2 181	3 642	-12.3	12.3
<b>Ungraded</b>					
1987	400	195	595	67.2	32.8
1992	492	129	621	79.2	20.8
Change	92	-66	26	12.0	-12.0
<b>Not Reported</b>					
1987	187	539	726	25.8	74.2
1992	N.A.	N.A.	N.A.		
Change	N.A.	N.A.	N.A.		
<b>Total</b>					
1987	17 485	8 339	25 824	67.7	32.3
1992	23 141	10 873	34 014	68.0	32.0
Change	5 656	2 534	8 190	0.3	-0.3

Source: September School and Board Reports, 1987 and 1992.

<sup>a</sup> The data in this table are not comparable with those for the years prior to 1987 due to the extension of public funding in Roman Catholic schools from 1985 to 1987. Individuals holding administrative posts such as principal have been assigned to either JK-Grade 8 or Grades 9-13/OAC, depending upon the school. In 1987 they were reported under "Not Reported". It is felt that 1987 provides a more appropriate base for comparison with 1992 because of identical data categories.











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